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AUTHOR Osman, Dick
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ABSTRACT

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about the modernization and industrialization of Japan. The unit focuses on comparison of the traditional and the new modern Japan and shows how Japan has developed in the areas of agriculture, manufacturing, political processes, communications, foreign trade, and education. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. A teacher's guide accompanies the material, which includes learning objectives, background resources, answer sheets for the student evaluations, worksheets, and a list of print and nonprint resources needed to complete the LAP. (JR)

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A LEARNING ACTIVITY PACKAGE
FOR GRADE 8

MODERNIZATION OF JAPAN

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Dick Osman, North Carroll Middle School

Donald P. Vetter, Supervisor of Social Studies

MODERNIZATION OF JAPAN

I. NOTE TO THE STUDENT

In less than one hundred years Japan has become a modern industrial nation. This is a remarkable feat considering Japan's state of industrialization at the time and its lack of natural resources.

The only other country to come close to equaling this record is the Soviet Union. During the year, we will look at the Soviet Union and see how these two countries have met the challenge of industrialization in two entirely different ways.

The major problem you should consider as you complete this LAP is, "How was it possible for Japan to industrialize in such a short period of time?"

DIRECTIONS

In this booklet of activities, you are to use as many filmstrips, records, textbooks, charts, pictures and reference books as necessary to complete the LAP. In many places you will be allowed a choice of activities to complete the assignment.

The activities can be done in any order you wish. At times you will be working in the library, in the classroom, and at home.

SUGGESTED ORDER FOR THIS LAP

1. Read the objectives listed in Part II (pink sheet)
2. Complete the pre-test in Part III (pink sheet)
3. Begin working on the required activities found in parts A, B, C and D (white sheets)
4. After completing the activities, take the "Self Evaluation" questions. (green sheet)
   a. If you cannot answer some of the questions, go back and review the activities.
   b. If you can answer all the questions in the "Self-Evaluation," ask the teacher for the "Post Test."
5. If you cannot pass the "Post Test," go back and review the activities that cover the questions you missed.
6. When you finish the post-test, you may begin working on the optional activities. (blue sheet)

HOW YOU WILL BE GRADED AND DETERMINING WHAT GRADE YOU WILL RECEIVE:

If you contract for a "C":
1. Complete the required learning activities in parts A, B, C, and D
2. Complete and pass the Post Test
3. Pass in all work to the teacher in a folder.

If you contract for a "B":
1. In addition to completing all the learning activities in parts A,B,C,D
2. Complete <u>one</u> optional activity after taking the post-test.
3. All work must be done at "B" level

If you contract for an "A":
1. Complete the learning activities and pass the post-test with an "A".
2. Complete <u>two</u> optional activities
3. All work must be done at an "A" level

GOOD LUCK! REMEMBER YOU MAKE YOUR OWN LUCK!

II. Objectives: READ BEFORE STARTING THE ACTIVITIES (These are the things you should be able to do after finishing this LAP)

1. Describe and list at least three major characteristics of traditional Japanese culture (Japan before industrialization), and explain how they would be likely to resist or promote change. Examples are government and family.

2. Discuss and list at least three similarities and three differences between Japan today and in 1850.

3. Explain how Japan has developed in three of the following areas, and tell how these areas have contributed to the modernization of Japan: agriculture (farming), manufacturing, political processes (government), transportation, communications, raw materials, foreign trade and education.

4. Describe three ways modernization has created new problems for the Japanese.

III. PRE-TEST: COMPLETE BEFORE STARTING ACTIVITIES

1. Who were the Samurai?

2. List two problems that has been created by the modernization of Japan. (More than just pollution)

3. Describe the Feudal System that existed in Japan under the rule of the Tokogawas?

4. Before modernization, what job did most of the people do?

5. Why were merchants considered at the bottom of the social class structure in Japan?

6. Trade is important to Japan because this nation
   a. Must import food for its people and raw materials for its factories.
   b. Is near the coast of China.
   c. Has many natural resources.

7. Under feudal rule,
   a. There is a strong central government.
   b. The people can choose their own rulers.
   c. The land is divided into large estates ruled by lords.

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IV. LEARNING ACTIVITIES: THERE ARE FOUR PARTS TO THE ACTIVITIES. THEY ARE:

PART A: Traditional Japan (2 activities required)
PART B: Changes in Japan in the last 100 years (3 activities required)
PART C: Development of specific areas (1 activity required)
PART D: The problems created by modernization (2 activities required)

Follow the directions in each part Very carefully. If you have any questions, ask the teacher for help. Work quietly and do your best.

PART A: TRADITIONAL JAPAN (2 activities required)

Objective: Describe and list at least three major characteristics of traditional Japanese culture, and explain how they would be likely to resist or promote change.

1. View the Warren Schloat filmstrip, History of Japan, and answer the following questions:
   a. What is meant by the Samurai "caste?"
   b. Do you think that military leaders--such as the samurai--make good rulers? Explain your answer.
   c. Is it always better for a country to be open to foreigners than to keep them out? Explain.
   d. What were the main advantages to opening up Japan to foreign trade and visitors after 1853?

OR

Listen to the tape recording of Traditional Japan, "Yokichi, A Young Warrior," and answer the following questions:
a. Make a list of possible reasons why the samurai, merchants and farmers were ready for change--and unhappy with the old ways.
b. How did Yokichi break with the ways of his father? (Give at least three examples)
c. What things in Japan were beginning to change during Yokichi's time? (Give at least five examples)

OR

Read pages 1 to 11 in the "red" Japan book, "Yokichi, A Young Warrior" and answer the above three questions.

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2. From the reading, tape and filmstrip do one of the following activities.

   a. Draw a cartoon showing what life was like in Japan 100 years ago.

   OR

   b. Use the Japanese words on the board and make a crossword puzzle, or ask your teacher for a crossword puzzle to complete.

   OR

   c. Write a letter to someone in the United States telling what you saw in Japan 100 years ago.

   OR

   d. After viewing the filmloop "Rice Farming in Japan," make a drawing showing the steps in rice production.
      1. Rice seed beds
      2. Transplanting rice seedlings
      3. Rice growing
      4. Rice harvest
      5. Cooking and eating rice.

      Write a brief explanation of each step.

PART B: CHANGES IN JAPAN IN THE LAST 100 YEARS (3 activities required)

Objective: Discuss and be able to list at least three similarities and three differences between Japan today and in 1850.

1. Listen to the tape recording of Japan Today, from the HSGP. Answer the following questions:
   a. What types of jobs are the Japanese people working at today? Make a list of the jobs.
   b. What are the Japanese people eating today? Again make a list--does this surprise you? Why?
   c. What can you tell about education, transportation and agriculture today in Japan? Give a short explanation of each.

   OR

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Read the above article from the "red" Japan book pages 13 to 22 and answer the above questions.

OR

View the two Warren Schloat filmstrips: "How People Earn Their Living in Japan" and "Social Classes in Japan." Answer the above questions.

2. Read in the book, Japan, published by Scott Foresman, "The Government," pages 94 to 102, and answer the following questions:
   a. In a few sentences explain how the Japanese government has changed since the Second World War.
   b. Answer the questions on page 102 dealing with women's liberation.

OR

Read in the book, Japan, published by Scott Foresman, "Choosing a Partner," pages 63 to 71 and explain how weddings have changed in Japan. Make a list of the changes.
Tell how Kyoko and Mitsunori's marriage is similar or different from a wedding you have attended.

OR

Read in Japan by Scott Foresman, "Education in Japan," pages 71 to 77. Tell how education has changed in Japan. Make a list of at least four changes.
   a. Would you worry as much about your education as this boy? Why or why not?
   b. Answer the two questions on page 77.

OR

Read Japan by Scott Foresman, "Soichiro Honda," pages 126 to 136, and answer the questions on page 136. This story is about the man who is responsible for making Honda motorcycles.

3. Do any one of the following:
In chapter two of Japan by Scott Foresman read one of the articles and answer the questions after the article, pages 37 to 58. Pick one of the jobs that you know something about or are interested in and read that section.

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PART C: DEVELOPMENT OF SPECIFIC AREAS (2 activities required)

Objective: Explain how Japan has developed in three of the following areas and tell how these areas have contributed to the modernization of Japan--agriculture (farming), manufacturing, political processes (government).

1. Using the red Japan book, HSGP, work as a group of not more than four students. Find the sections dealing with agriculture, manufacturing, political processes, transportation, communications, raw materials, foreign trade, and education. As a group, take three of these sections and interpret the maps, charts and graphs. List at least five changes that have taken place for each topic.

2. Look at the list of products on the board, and put them under the correct heading, exports or imports.
   a. What types of products are the Japanese exporting?
   b. What types of products are the Japanese importing?
   c. What problems might this create for the Japanese?

OR

Do a report on Land, Labor and Capital. These are the factors of production which are required to make consumer goods and other products.
a. Land is--Raw materials and all other God given items
b. Labor is--The people who do the work and their skills
c. Capital is--Factories, machines, tools used
Knowing this, write a report explaining which of these things the Japanese have and which of these things are imported.

OR

Look at an atlas that shows a chart or map of the world fish production. Answer the following questions.
a. How does Japan compare with other fishing nations?
b. Why is sea food so important to the Japanese?
c. Why is Japan a world leader in fish production?
d. In what ways does Japan's use of the sea resemble its use of the land as a source of food?
e. In your opinion, does the land or the sea hold the greater potential for solving Japan's food problems? Explain your answer.

OR

Look in the shipping section of one of the Baltimore papers. Keep a record of the Japanese ships entering and leaving Baltimore for a week. List the name of the ship, the product brought to Baltimore and the product being taken back to Japan. What products are shipped to America? What products are we exporting to Japan?

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PART D: THE PROBLEMS CREATED BY MODERNIZATION (2 activities required)

Objective: Describe three ways modernization has created new problems for the Japanese.

Look for newspaper or magazine articles on Japan, mount the articles on a piece of paper and write a brief summary of the article. Just collect articles that deal with problems created by modernization, but collect at least five articles showing at least three different problems.

OR

Look at a world population map in an atlas. Compare the population densities of Japan, China, India, United States and the Soviet Union. Answer the following questions:

a. What is the population density of Japan?
b. How does the population density of Japan compare with the densities of China, India, U.S. and the Soviet Union? Explain.

OR

Read the article in the October, 1972 issue of National Geographic, "Mercury, Man's Deadly Servant." What problems has mercury created for the Japanese? How would you solve this problem?

2. Read in Japan by Scott Foresman, "Shinjuku Station." What is the problem the Japanese are facing? How would you solve this problem?

OR

Read in Japan by Scott Foresman, "The Pressure of People," page 25. What is the problem the Japanese are faced with? How would you solve this problem?

OR

Look over the section, "Conflict" in Japan by Scott Foresman, pages 108 to 125. Make a list of the possible problems for Japan in this section. (You must list at least five. Take one of these problems and offer a possible solution.)

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OPTIONAL ACTIVITIES

DIRECTIONS: YOU MAY BEGIN WORK ON THE OPTIONAL ACTIVITIES ONLY AFTER SUCCESSFULLY COMPLETING THE POST-TEST.

Complete one activity for a B grade
Complete two activities for an A grade
All work must be done at A or B level

1. Would you like to make a kimona? See your teacher for the pattern. Perhaps your home economics teacher will permit you to use a sewing machine.

2. See if you can talk your mom and dad into taking you to a Japanese or Chinese restaurant for dinner. Bring back a menu and explain to several other students what you had to eat. How does their food differ from ours? Why do you think this is so?

3. See your teacher for the directions to the Japanese game of "Go." Build your own game.

4. Use an art book and duplicate or create a piece of Japanese art. (You must employ as nearly as possible the same methods used by the Japanese.)

5. Go to a shopping center and look for things made in Japan. Keep a list of the things you find and the store in which you found the item. After visiting several stores complete the following questions:
   a. What are the quality of the products?
   b. What types of industries produced these products?
   c. How much skill was required to produce each product?
   d. Does the type of store determine the quality of many products?

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SELF EVALUATION

1. List the social classes of Japan, in the correct order. (most important to the least important)

a.	1. feudal lords
b.	2. farmers
c.	3. merchants
d.	4. samurai
e.	5. uncountables

2. Underline the statements that described Japan in the 1850's.

   a. Japan had changed little from 1600 to 1850.
   b. People could leave Japan and travel anywhere in the world they desired.
   c. Japan was an isolated nation.
   d. Businessmen and merchants were respected and allowed to trade with the outside world.
   e. Most of the people were very poor.
   f. The majority of the people were uneducated farmers.

3. What changes, if any, have occurred in the following areas, explain in a few words.

   a. What people eat?

   b. Education?

   c. Manners and behavior towards others?

   d. Agriculture?

   e. How people earn a living?

4. List four examples of problems created by modernization that the Japanese have to solve.

   a.
   b.
   c.
   d.

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ANSWERS TO SELF EVALUATION

1. a. feudal lords
   b. samurai
   c. farmers
   d. merchants
   e. uncountables

2. a. _____
   b.
   c. _____
   d.
   e. _____
   f. _____

3. a. there have been changes in what people eat--older people eat traditional foods--today the children are eating milk, eggs, meat
   b. many changes in education--in the old days very few people were educated--today all Japanese children are educated
   c. men and women may mix more freely and children's proper behavior is less rigid--many manners and customs have remained the same
   d. great changes have occurred in this area--modern equipment is used today--more types of crops are being grown--and other modern methods are being employed
   e. great changes in this area--large businesses now exist--merchants are no longer looked down upon

4. a. over population
   b. mercury poisoning
   c. pollution problems--air, water
   d. conflicts between older and younger generations
   e. changing social values and way of life
   f. create new world markets for products

A LEARNING ACTIVITY PACKAGE
FOR GRADE 8

MODERNIZATION OF JAPAN

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Dick Osman, North Carroll Middle School

Donald P. Vetter, Supervisor of Social Studies

MODERNIZATION OF JAPAN
TEACHER'S GUIDE

NOTE TO THE TEACHER

This LAP is a possible alternative to the entire unit on Japan. It was designed to meet the same objectives but employs an entirely different set of activities.

The LAP, created for slower learners, should take approximately two weeks to complete. This, however, does not include the optional activities which require additional time.

Dick Osman
North Carroll Middle School

EVALUATION RESPONSES

A. Answers to Pre-test

1. Warriors; second highest social class
2. Air, water, other forms of pollution, over-crowding and other factors
3. Nobles, samauri, farmers, merchants and uncountables. Farmers and lower classes supported upper classes.
4. Farmers
5. Fear that merchants, by gaining wealth, would gain power and come in contact with foreign ideas and ways of doing things. (Merchants could destroy class structure.)
6. a
7. c

B. Answers to Self Evaluation are included in the LAP.

C. Answers to Post-Test

1. a. 4
   b. 3
   c. 5
   d. 2
   e. 1

2, 3, and 4 Use your own judgment.

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POST TEST

THIS TEST CAN EITHER BE TAKEN IN WRITTEN OR ORAL FORM.

25 pt. 1. LISTED BELOW ARE THE SOCIAL CLASSES IN JAPAN DURING THE 1850's. MATCH THE SOCIAL CLASS WITH THEIR ROLE (or job) IN TRADITIONAL JAPAN.

a. FEUDAL LORDS	1. ANIMAL HIDE TANNERS, GARBAGE COLLECTORS
b. FARMERS	2. WARRIORS
c. MERCHANTS	3. SUPPORTED THE TWO HIGHER CLASSES BY THEIR LABOR
d. SAMURAI	4. RULED THE COUNTRY
e. UNCOUNTABLES	5. FEARED BY THE LORDS AND SAMURAI BECAUSE IF THEY GAINED TOO MUCH POWER IT COULD POSSIBLY LEAD TO CHANGES THAT WOULD CHALLENGE THEIR POWER.

30 pt. 2. LIST THREE WAYS JAPAN HAS CHANGED IN THE LAST 150 YEARS AND LIST THREE WAYS THE COUNTRY HAS REMAINED THE SAME.

a.	d.
b.	e.
c.	f.

15 pt. 3. IN A PARAGRAPH, EXPLAIN WHAT YOU, AS PRESIDENT OF A POOR COUNTRY, WOULD DO TO MAKE IT A MODERN NATION LIKE JAPAN. COVER AT LEAST THREE OF THE FOLLOWING AREAS IN YOUR PLAN FOR MODERNIZATION.

a. AGRICULTURE
b. MANUFACTURING
c. GOVERNMENT
d. OVER POPULATION
e. TRANSPORTATION AND COMMUNICATION
f. RAW MATERIALS AND FOREIGN TRADE
g. EDUCATION

30 pt. 4. LIST FOUR PROBLEMS CREATED BY MODERNIZATION. TAKE ONE OF THE PROBLEMS AND OFFER A PLAN TO SOLVE IT.

a.
b.
c.
d.

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HANDOUTS AND OTHER MATERIALS FOR STUDENT USE

1. Pattern for kimonas
2. Instructions for the game of "Go"
3. Japanese words (Students are to use to make up crossword puzzle) These should be placed on a bulletin board and are only suggestions.

TOKYO	KIMONA	KAMI
KYUSHU	GO	KANA
HOKKAIDO	AINU	KENDO
HONSHU	BUDDHISM	SAMURAI
SAYONARA	SHIKOKU	SHINTO
TORII	IKEBANA	INARI

4. Crossword puzzle and answer key
5. Place the following words on a board along with any other you wish to add. Have students compose a list based on the heading "Exports and Imports."

Transportation	Starches
Television	Magnifying Glasses
Rice	Nonferrous Metals
Eye Glasses	Complex Machinery
Chemicals	Sugar
Leather	Clothing
Textiles	Coal
Milk	Oil
Eggs	Tea
Steel	Textiles
Radioes	Fish
Vegetables	Iron Ore
Silk	Flour
Hardware	Toys
Cameras	Copper

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Japan LAP

Student Resource 1

Plans for Japanese Robes (Kimonos)

On the next pages are plans for kimonos that can be made out of crepe paper (be sure you use the flameproof kind) with only simple materials to be found in most classrooms. The directions are easy to follow. Notice that the boy's robe is almost like the girl's robe; the difference is in the size and construction of the sleeves and belt or sash.

For producing a number of kimonos, these plans can be made into overhead transparencies and projected onto a paper plan in the correct size, or you can use an opaque projector and enlarge the manual pages directly.

Another easy way is to draw 3 inch squares that will correspond to the light squares shown on the plans.

By using different colors of paper, you can produce an assortment of costumes.

BOY'S KIMONO

Materials Needed

12 feet (4 yards) flamsproof crepe paper, 20" wide
Scissors
Pencil
Tape measure or yardstick
White glue or strong paste

1. Read the instructions carefully and look at the diagrams. Be sure you understand what to do before you start.
2. On the crepe paper, measure off and mark in pencil the pieces to be cut. They are shown in Diagram D.
   For the back and front: one rectangle 20" wide and 96" long
   For the sleeves: two rectangles, each 15" wide and 24" long
   For the belt: two strips, each 2½" wide and 36" long
3. Cut the crepe paper where you have marked it. Slit the front up the center and cut an opening for the neck as shown in Diagram A.
4. Lay out the pieces as shown in Diagram A and glue or paste close to the edges as shown in the diagram. Let the paste dry.
5. Fold the robe in half as shown in Diagram B and paste close to the edges. Let the paste dry before wearing.
6. To make the belt long enough, paste the two narrow strips together as shown in Diagram C.
   Boys wear their kimonos with the belt wrapped several times around the body and tied in a small bow or knot. Wear the belt low, between the waist and the hips. If the belt is too long, cut off one end.

IF THESE DIRECTIONS ARE TOO DIFFICULT FOR STUDENTS TO INTERPRET, THEY MAY PURCHASE SIMPLICITY PATTERNS AT A DRESS SHOP.

GIRL'S KIMONO

Materials Needed

16 feet (5 yards, 1 foot) flameproof crepe paper, 20" wide
Scissors
Pencil
Tape measure or yardstick
White glue or strong paste

1. Read the instructions carefully and look at the diagrams. Be sure you understand what to do before you start.
2. On the crepe paper, measure off and mark in pencil the pieces to be cut. They are shown in Diagram D.

   For the back and front: one rectangle 20" wide and 96" long
   For the sleeves: two rectangles, each 15" wide and 48" long
   For the sash: one strip 5" wide and 96" long

3. Cut the crepe paper where you have marked it. Slit the front up the center and cut an opening for the neck as shown in Diagram A.
4. Lay out the pieces as shown in Diagram A and glue or paste close to the edges as shown in the diagram. Notice that only part of each sleeve is pasted to the body of the robe. Let the paste dry.
5. Fold the robe in half as shown in Diagram B and paste close to the edges. Notice the opening in the sleeves for the hands. Let the paste dry before wearing the robe.
6. If properly cut, the sash should be one full length piece. Girls wear their kimonos with the sash tied in a large bow at the back. Wear the sash high, between the waist and underarms. If the sash is too long, cut off one end.

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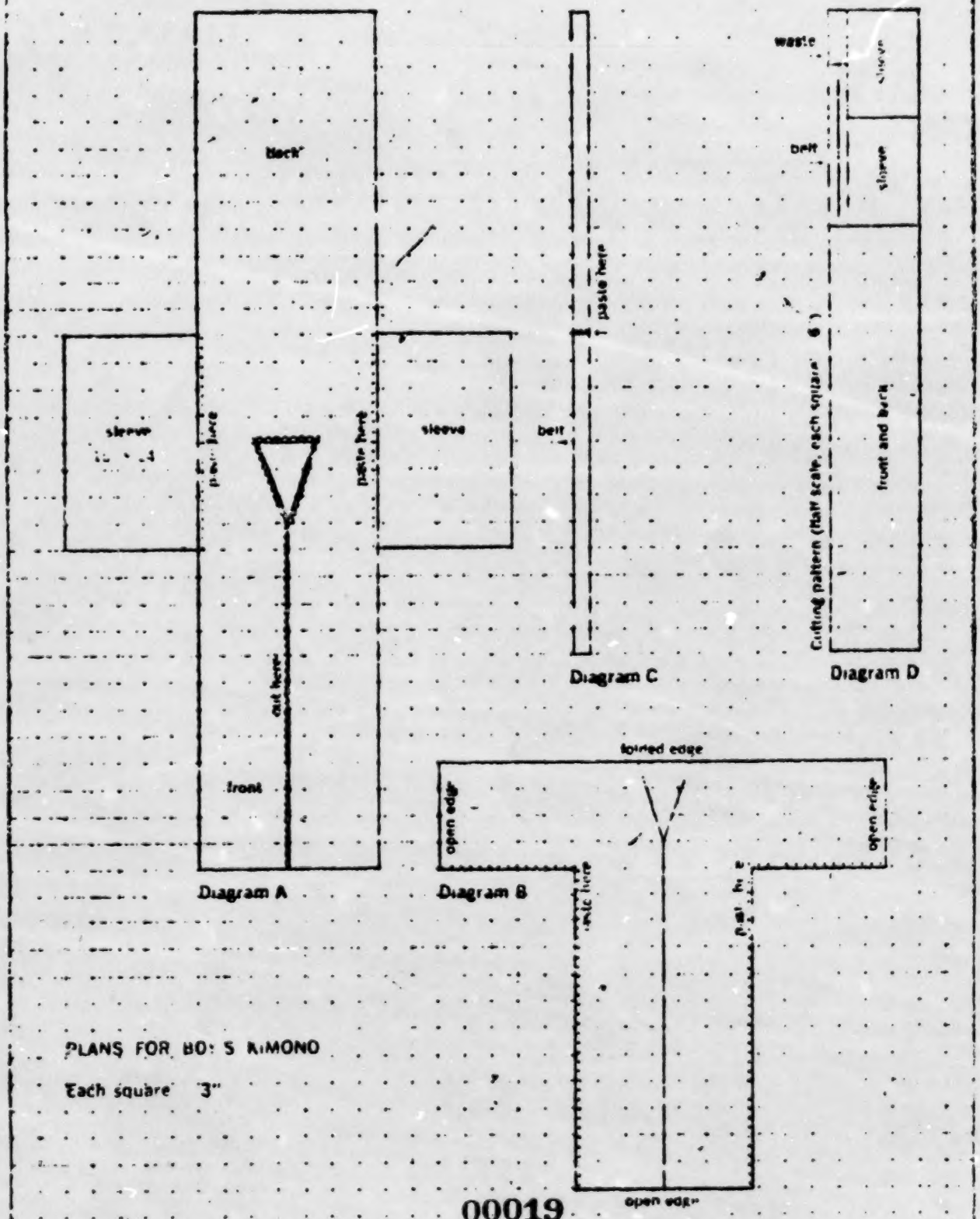
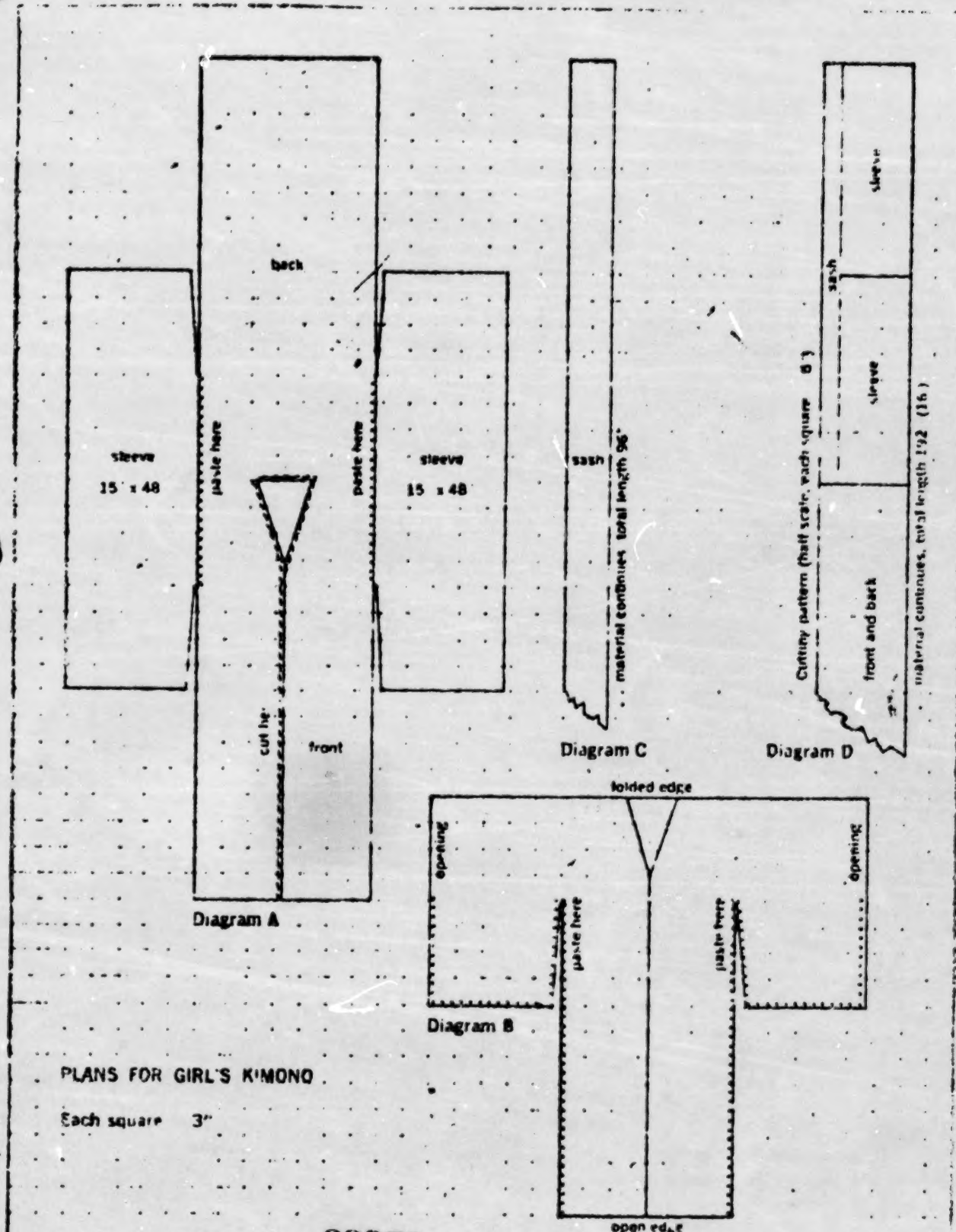


PLANS FOR BOY'S KIMONO

Each square 3"



PLANS FOR GIRL'S KIMONO

Each square 3"

PLAY THE JAPANESE GAME OF GO

Things To Do

Japanese people also enjoy a game called Five in a Row or Go Moku Narabe using the Go board and black and white playing stones.

You'll enjoy making your own Go board and pieces and playing Five in a Row.

Materials Needed
Large piece of cardboard
Black and white construction paper
Ruler
A penny

Making the Board. On a large piece of cardboard or stiff paper, mark off lines one inch apart. Then make squares by marking off cross lines also one inch apart. Make at least ten lines in each direction. Count the number of intersections on your board, the places where two lines cross.

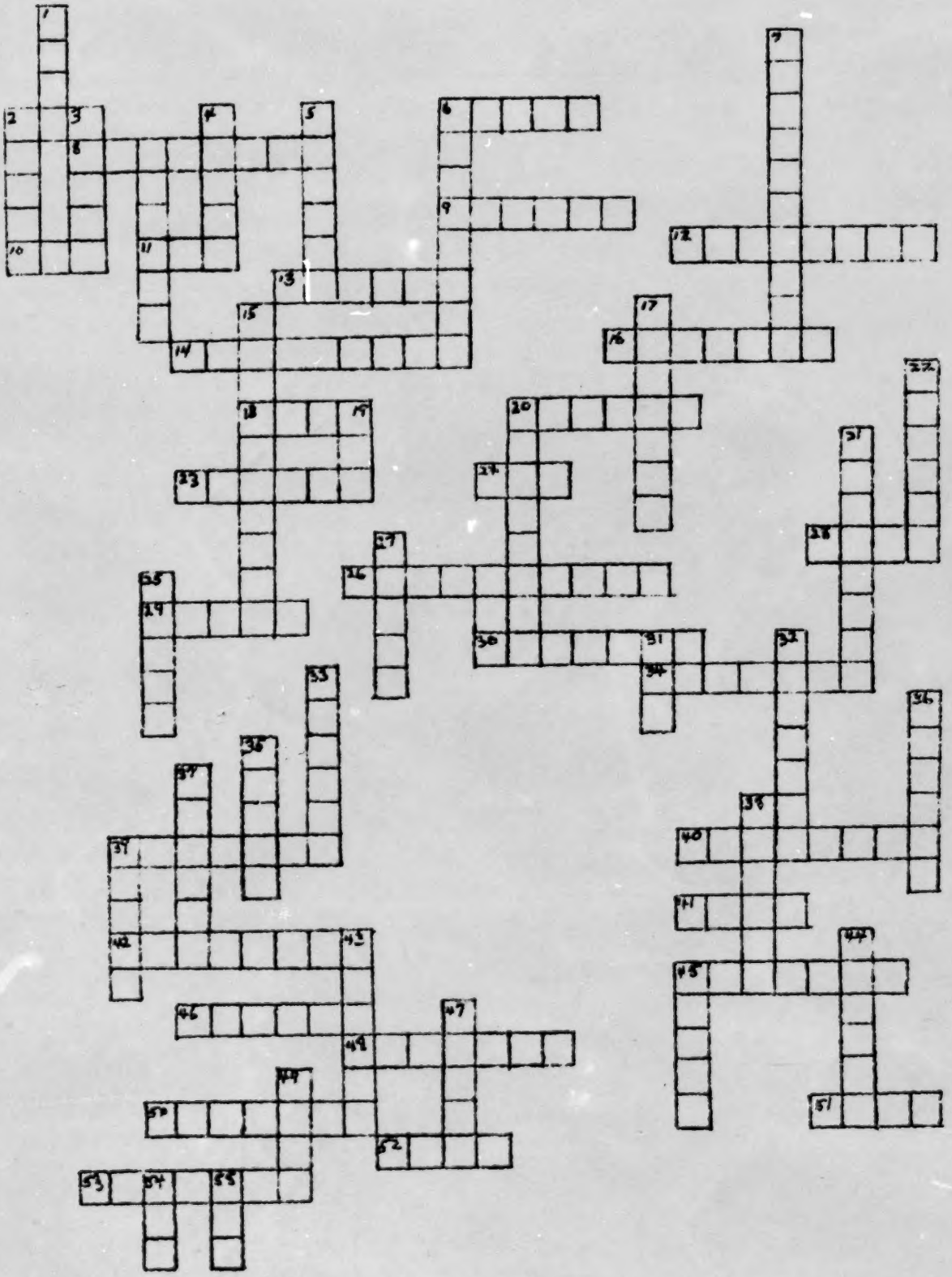
Making the Pieces. Using a penny for a guide, cut from black construction paper enough circles to cover half the number of intersections on your board. (If you have 100 intersections, how many black circles will you cut?) Cut the same number of circles out of white construction paper.

How to Play. Two people play, one with black circles, the other with white circles. Play alternately, one piece at a time. One person puts down a black circle, the other puts down a white circle, the first person puts down a black circle, and so on. The pieces are not moved once they are placed on the board.

Play on the intersections, the places where lines cross. You may play at the places where lines meet at the edge or corners of the board. Do not play inside the squares as you do in checkers.

How to Win. The winner is the first person to get five circles of his color in a row either up and down or cross ways. Each player tries to do this and at the same time tries to stop the other player from getting Five in a Row by putting a circle of his own color in the other player's path.

Japan LAP
Student Resource 5



Japan LAP
Student Resource 6

ACROSS

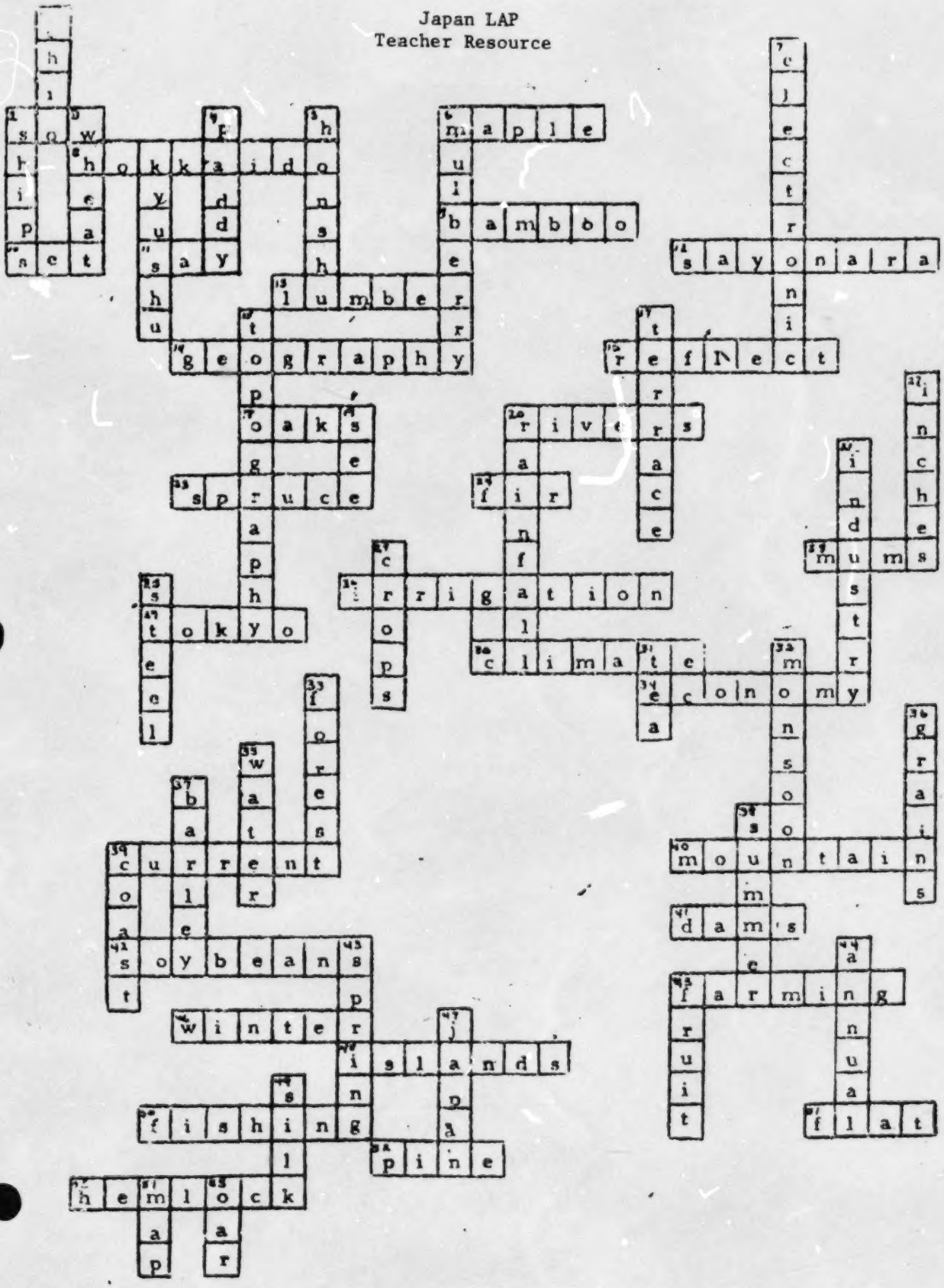
2. to plant seeds
6. shade tree - provides syrup
8. northernmost island
9. tree-like grass
10. put down
11. speak
12. good-bye in Japanese
13. wood
14. study of the earth's surface
16. something a mirror does
18. acorn bearing tree
20. bodies of water
23. a popular Christmas tree
24. cone-bearing evergreen
26. bringing water to crops
28. short for chrysanthemums
29. world's largest city
30. weather conditions over a period of time
34. noun form for economical
39. movement of water
40. larger than a hill
41. holds back water
42. plant from which oriental sauce is made
45. agriculture
48. land surrounded by water
50. catching of fish
51. opposite of round
52. resin of this tree yields turpentine
53. evergreen tree

DOWN

1. Japanese for hello
2. water transportation
3. a grain from which flour is made
4. a rice field
5. islands on which capital city is located
6. leaves fed to silkworms
7. having to do with electrons
15. land formations
17. flat platforms of earth on hillside--one above another
20. precipitation
21. a branch of trade or manufacture
22. a unit of measurement
25. a type of metal
27. what a farmer grows
31. a favorite hot drink
32. a strong wind
33. group of trees
35. needed for hydro-electric power
36. wheat is one of these
37. seed or grain
38. hottest time of year
39. near ocean
43. flowers blossom
44. yearly
45. kind of tree which grows on hills or plateaus
47. name of island country
49. produced by worms
54. shows the world
55. used in rowing

00023

Japan LAP
Teacher Resource



RESOURCES NEEDED TO COMPLETE THE LAP.

1. Warren Schloat filmstrip set, Japan. (These are not in the Resource Center. They must be purchased by schools.)

   a. "Social Classes in Japan"
   b. "How People Earn Their Living in Japan"
   c. "History of Japan"

2. Unit 6 Japan. Student Resource Books High-School Geography Project located at Resource Center.

3. Filmloop, "Rice Farming in Japan" Resource Center #388.

4. Japan, Scott Foresman.

5. National Geographic Article, "Mercury Man's Deadly Servant," October, 1972.

6. Teacher must tape pages 1 to 11 and 13 to 22 on two separate tapes from, Unit 6 Japan Student Resource Book. (Listed as 2 above)

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